

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



### **2015-2016 TITLE I SCHOOLWIDE PLAN\***

220 Early Learning Center

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: PATERSON	School: 14 <sup>th</sup> AVENUE EARLY LEARNING CENTER
Chief School Administrator: DR. DONNIE EVANS	Address: 660 14 <sup>TH</sup> AVENUE, PATERSON, NJ 07505
Chief School Administrator's E-mail: devans@paterson.k12.nj.us	Grade Levels: KINDERGARTEN
Title I Contact: MRS. MARGUERITE SULLIVAN	Principal: MS. OLGA L. REYES
Title I Contact E-mail: msullivan@paterson.k12.nj.us	Principal's E-mail: oreyes@paterson.k12.nj.us
Title I Contact Phone Number: 973 321-2331	Principal's Phone Number: 973 321-0660

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

✕ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

\_\_\_\_\_  
Principal's Name (Print)

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

### Critical Overview Elements

- The School held 20 (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 32,750, which comprised 29 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 28,490.60, which will comprise 29 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
School Based Literacy Supervisor Salary	1,2,4	Job embedded professional development and support	Salary	\$21,828.00
School Based Literacy Supervisor Benefits	1,2,4		Benefit	\$3,072.00
School Based Math Supervisor Salary	1,2,4	Job embedded professional development and support	Salary	\$31,250.00
School Based Math Supervisor Benefits	1,2,4		Benefit	\$8,250.00
School Based Data Supervisor Salary	1,2,4	Job embedded professional development and support	Salary	\$4,002.00
School Based Data Supervisor Benefits	1,2,4		Benefit	\$1,483.00

**SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114**

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## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Olga L. Reyes	Administration	Yes	Yes	Yes	
Joan Donnelly	Instructional	Yes	Yes	Yes	
Kristin Clark	Instructional	Yes	Yes	Yes	
Cassandra Yarborough	Instructional	Yes	Yes	Yes	
Patricia Muller	Instructional	Yes	Yes	Yes	
Wilson Soto	Instructional	Yes	Yes	Yes	
Elizabeth Cascio	Instructional	Yes	Yes	Yes	
Clara Medina	Instructional	Yes	Yes	Yes	
Jose Lopez	Instructional	Yes	Yes	Yes	
Joan McKeon	Instructional	Yes	Yes	Yes	
Amy Krainski	Instructional	Yes	Yes	Yes	
Jane Kustin	Instructional	Yes	Yes	Yes	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
10/1, 10/16, 10/29, 12/3, 1/5, 1/9, 2/20, 3/4, 4/13, 4/21, 5/6	ELC Media Center	Comprehensive Needs Assessment	X		X	
5/19, 5/27, 6/1, 6/2, 6/3, 6/5, 6/8, 6/9	ELC Media Center, Principal's office	Schoolwide Plan Development	X		X	
6/12/2015	ELC Media Center	Program Evaluation	X		X	

***\*Add rows as necessary.***

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	The staff, administration, and families of the 14 <sup>th</sup> Avenue Early Learning Center enthusiastically promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? **Yes.**
2. What were the strengths of the implementation process? **The implementation process always makes us aware of the needs of the students.**
3. What implementation challenges and barriers did the school encounter? **The District had one new initiative, Comprehension Club, this year in Language Arts. There were three IFL Math units, as well. Teachers used materials for the first time and mastery of new materials was at 85% or better. Focus on District initiatives was the main focus.**
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? **There were no definitive weaknesses, only areas in which to improve on for next year. As a cohesive team, teachers' professionalism during implementation of new District initiatives was the biggest strength.**
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? **Teachers in the school are the biggest stakeholders. They are given voice at every opportunity and decisions are always made collaboratively and consensually.**



## **SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? **Discussions throughout the school year were led by teachers and administration during Grade Level Meetings to discuss implementation of Plan. Reflection sheets collected at the end of the year asked for expectations and goals.**
7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? **This school is an overflow site, which is not located in the community of our students. Parents were surveyed on Back to School Night and again at the end of the year.**
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? **Concerns and successes of the programs were discussed at Grade Level Meetings. Professional Development was given at those times, as well as individual sessions to meet the needs of all teachers.**
9. How did the school structure the interventions? **There is a set time in the schedule for intervention instruction.**
10. How frequently did students receive instructional interventions? **Daily.**
11. What technologies did the school use to support the program? **iPads, interactive whiteboards, desktop computers, and laptops were all used to enhance and support instruction.**
12. Did the technology contribute to the success of the program and, if so, how? **Lessons were enhanced through the use of interactive whiteboards, iPads and laptops to access internet sites correlating the instructional topics.**

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*\*Provide a separate response for each question.*

### Evaluation of 2014-2015 Student Performance

#### *State Assessments-Partially Proficient*

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A		
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		
Grade 12	N/A	N/A		

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	N/A	N/A		
Grade 5	N/A	N/A		
Grade 6	N/A	N/A		
Grade 7	N/A	N/A		
Grade 8	N/A	N/A		
Grade 11	N/A	N/A		

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 12	N/A	N/A		
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### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	2	0	Additional PD for teachers on targeted reading strategies, which were used during built-in Intervention period.	Interventions resulted in proficiency for all students.
Grade 1				
Grade 2				
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten				
Kindergarten	2	0	Additional PD for teachers on targeted reading strategies, which were used during built-in Intervention period.	Interventions resulted in proficiency for all students.
Grade 1				
Grade 2				
Grade 9				
Grade 10				

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Evaluation of 2014-2015 Interventions and Strategies

#### *Interventions to Increase Student Achievement* – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	Intervention and Referral Services (I & RS), Intervention Period, Classroom Instruction	Yes	STAR results, Unit Tests results, Pre/Post Assessments results Sign in Sheets Minutes	Significant student growth was measured: STAR – 57% increase from September to May Unit Tests – 25% increase from September to June

#### *Extended Day/Year Interventions* – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	N/A			
Math	All Students	N/A			

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Evaluation of 2014-2015 Interventions and Strategies

#### ***Professional Development*** – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	Guided Reading, Accountable Talk, Word Family activities, and Intervention Binder activities.	Yes	STAR Early Literacy test results; Unit Test results, post assessment results.	More than 75% of all students benchmarked in the Unit Tests (benchmark is 80%).

#### ***Family and Community Engagement*** Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	All Students	Back to School Night Parent/Teacher Conferences Seasonal Performances Intervention and Referral Services (I & RS)	Yes	Sign In Sheets	More than 75% of all students benchmarked in the Unit Tests (benchmark is 80%).

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA* §1114(b)(2)(B)(iii)**

## Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

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Olga L. Reyes

Principal's Name (Print)

Principal's Signature

June 12, 2015

Date \_\_\_\_\_

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process *Data Collection and Analysis*

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading (All Students)	STAR Early Literacy; Unit Tests, Pre/Post Tests	Approximately 30% weakness in overall Reading Comprehension, specifically story retelling and sequencing. Also, phonological awareness, specifically rhyming words.
Academic Achievement – Writing (All Students)	Writer’s Workshop assignments; Unit Tests	No distinguishing weaknesses found.
Academic Achievement – Mathematics (All Students)	Unit Tests	No distinguishing weaknesses found.
Family and Community Engagement	Surveys, attendance records	5-10% deficit in student attendance, specifically during Winter months.
Professional Development	STAR Early Literacy; Unit Tests, Pre/Post Tests	100% more targeted, specific PD on Reading Comprehension strategies, such as Story Retell strategies, Sequencing Strategies, and Phonological Awareness strategies, specifically rhyming word acquisition strategies needs to take place.
Leadership	Reflection Sheets	No distinguishing weaknesses found.
School Climate and Culture	Survey	No distinguishing weaknesses found.
School-Based Youth Services	N/A	N/A

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process\*

#### *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment? **Through various meetings, the school determined its needs. Once weaknesses were identified, program determinations were made.**
2. What process did the school use to collect and compile data for student subgroups? **The school did not separate students by subgroup. Enrollment and testing requirements does not warrant subgrouping.**
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? **State and District developed assessment results were used in determining needs and deficits in instruction.**
4. What did the data analysis reveal regarding classroom instruction? **Reading comprehension, specifically story retell and sequencing, speaking skills, Phonological Awareness, specifically rhyming words.**
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? **PD on guided reading was very beneficial. More PD needs to continue in reading comprehension and speaking skills. In addition, phonological awareness, specifically rhyming words, needs to be included.**
6. How does the school identify educationally at-risk students in a timely manner? **Early screening, pre-tests, the first month of school, gives us information that is needed to place students into the I&RS process.**
7. How does the school provide effective interventions to educationally at-risk students? **During the 30-minute intervention period given to each student daily, as well as placement into the I &RS process.**
8. How does the school address the needs of migrant students? **N/A**
9. How does the school address the needs of homeless students? **N/A**



## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

- 10.** How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? **Grade Level Meetings and collegial dialogue to achieve consensus when making educational decisions. Site-based Supervisors attend meetings and offer support and resources to teachers.**
- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? **The school encourages parents to participate in all school events. Constant and consistent communication is maintained between parents and school to ensure that any concerns which arise may be quickly resolved.**
- 12.** How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? **Data from STAR Early Literacy, Unit tests, running records, and post assessments were used to select priority problems for the school. Also, student attendance was analyzed, as well as teacher and parent surveys.**

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Below level reading comprehension, specifically story retell and sequencing	Below level oral presentation/speaking skills
Describe the priority problem using at least two data sources	As per analysis of Running Records, Unit Tests, and STAR Early Literacy	As per analysis of STAR Early Literacy and observations of informal and formal classroom oral presentations
Describe the root causes of the problem	Teachers lack mastery in implementing effective reading strategies	Teachers lack mastery in implementing oral speaking strategies
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	ELA	ELA
Name of scientifically research based intervention to address priority problems	Scholastic Running Records, Fountas and Pinnell Running Records, Comprehension Clubs, IFL Reading Units and questions, Accountable Talk	Accountable Talk (Academic Discourse), IFL Units and projects, Writer's Workshop presentations, Comprehension Clubs discussions
How does the intervention align with the Common Core State Standards?	CCSS.ELA.Literacy RI.K.1, RI.K.2, L.K.6	CCSS ELA L.K.6

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them (continued)*

	#3	#4
Name of priority problem	Student Attendance	Phonological Awareness, specifically rhyming words.
Describe the priority problem using at least two data sources	Daily and monthly attendance drops during Winter months.	As per analysis of STAR Early Literacy test results, as well as Unit Tests.
Describe the root causes of the problem	Teachers lack skills to motivate students to come to school.	Teachers lack mastery in implementing phonological awareness strategies
Subgroups or populations addressed	All	All
Related content area missed (i.e., ELA, Mathematics)	ELA and Mathematics	ELA
Name of scientifically research based intervention to address priority problems	Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., and Smink, J. (2008. Dropout Prevention: A Practice Guide (NCEE 2008-4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc">http://ies.ed.gov/ncee/wwc</a> .	Imagine It!, Teacher modeling, Accountable Talk
How does the intervention align with the Common Core State Standards?	N/A	CCSS ELA RF.K2, RF.K.3

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<b><i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i></b>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	All Students	Guided Reading, Running Records, IFL Units, Accountable Talk, Comprehension Clubs, Imagine It!	Teachers Principal Supervisors	At least 75% of students will benchmark in Unit Tests (score of 80% or better)	Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for both basic skills and higher-level concepts (Baker, Gersten, & Lee, 2002; Biancarosa & Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, & Chard, 2000).

*\*Use an asterisk to denote new programs.*

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<b><i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i></b>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	All Students	N/A			

*\*Use an asterisk to denote new programs.*

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

**ESEA §1114 (b)(1)(D)** In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	All Students	Edivate, Teaching Channel	Principal Teachers	75% of students will benchmark on Unit Tests	Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a>
ELA Math	Bilingual Sped General	On-site Instructional Teams consisting of one content area Supervisor of LAL, MATH, SPED and ELL, will provide consistent and data driven support for the instructional programs at each of the non-categorized school. In addition, a Data Supervisor, PD Coordinator, a Data Assessment Supervisor, and two NCLB Supervisors will collaborate to support the principals in analyzing programmatic and operational data to inform effective and engaging instruction in each classroom. The Supervisory	Principal Teachers School Site Based Supervisors	75% of students will benchmark on Unit Tests	Herman, R., Dawson, P., Dee, T., Greene, J., Maynard, R., Redding, S., and Darwin, M. (2008). Turning Around Chronically Low-Performing Schools: A practice guide (NCEE #2008-4020). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides">http://ies.ed.gov/ncee/wwc/publications/practiceguides</a> . Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

**ESEA §1114 (b)(1)(D)** *In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.*

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		team members will also conduct both long and short observations to provide support and job-embedded professional development			<p>Sciences, U.S. Department of Education. Retrieved from <a href="http://ies.ed.gov/ncee/wwc/publications/practiceguides">http://ies.ed.gov/ncee/wwc/publications/practiceguides</a></p> <p>Marzano: Classroom Instruction that Work Systematic vocabulary instruction pg. 123-124 Daniel Pink: A Whole New Mind Partnership For 21st Century Skills</p> <p>Research has associated interventions incorporating explicit instruction with improved outcomes for students with learning difficulties for both basic skills and higher-level concepts (Baker, Gersten, &amp; Lee, 2002; Biancarosa &amp; Snow, 2004; Gersten et al., 2009; National Reading Panel, 2000; Swanson, 2000; Vaughn, Gersten, &amp; Chard, 2000).</p>

***\*Use an asterisk to denote new programs.***

**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? **Principal, District Office administrators from Curriculum and Instruction and Federal Title 1.**
2. What barriers or challenges does the school anticipate during the implementation process? **New initiatives always come with a learning curve, which affects instruction.**
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? **Grade Level Meetings, Professional Learning Communities, collegial dialogue, conversations.**
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? **Reflection Sheets asking for expectations and goals for the year.**
5. What measurement tool(s) will the school use to gauge the perceptions of the community? **Parent survey during Back to School Night, as well as at the end of the year.**
6. How will the school structure interventions? **Daily – classroom embedded. Also, an intervention period is worked into their schedules for thirty minutes daily.**
7. How frequently will students receive instructional interventions? **Daily.**
8. What resources/technologies will the school use to support the schoolwide program? **Interactive whiteboards, computers, iPads, etc.**
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? **Unit Tests, STAR, Pre/Post tests, Running Records, Attendance Records.**

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? **Progress Reports, Report Cards, Staff Meetings, Grade Level Meetings, Professional Learning Communities, letters to parents.**

*\*Provide a separate response for each question.*



## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	All Students	Back to School Night Report Card/Parent Conferences I &RS Meetings	Principal Staff	Sign-in Sheets Minutes	Educational Psychology Review, Vol. 13, No. 1, 2001 Parental Involvement and Students' Academic Achievement: A Meta-Analysis Xitao Fan <sup>1,3</sup> and Michael Chen <sup>2</sup> )

*\*Use an asterisk to denote new programs.*

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? **The Family and Community engagement program will assist schools in addressing outlined issues through providing access to parent education programs such as Paterson Parent University , and the development of school action teams. In addition, the department will provide parent coordinators to provide parental issue resolve, and to coordinate the access of resources to parents to increase student achievement.**
2. How will the school engage parents in the development of the written parent involvement policy? **Parents will be engaged in the development of their parent involvement policy via school based PTOs , District-Wide PTO Leadership activities and School-based Action Teams.**
3. How will the school distribute its written parent involvement policy? **The district parent involvement policy is accessible via the district website and is available for paper distribution via the school's parent center and/ or main office if needed.**
4. How will the school engage parents in the development of the school-parent compact? **Parents will be engage in the development of the school-parent compact through involvement in their school-based PTO and school-based Action Team.**
5. How will the school ensure that parents receive and review the school-parent compact? **Parents will receive a copy of their school-parent compact as part of their Welcome Back to School packet and the school –compact will be available in the school's parent center and/or main office. The Compact will also be accessible via the district and school Website.**

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT ESEA §1114 (b)(1)(F)**

6. How will the school report its student achievement data to families and the community? **Report cards, progress reports.**
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? **Notices from Central Office, parent meetings.**
8. How will the school inform families and the community of the school's disaggregated assessment results? **The school will send a form letter, giving student scores in STAR Early Literacy and Unit Tests, along with an explanation of the assessment.**
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? **We send out invitations for parents to come join us, including dates and schedules. We also send out a monthly calendar of events. The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders**
10. How will the school inform families about the academic achievement of their child/children? **Report cards, progress reports, parents conferences, phone calls to parents.**
11. On what specific strategies will the school use its 2015-2016 parent involvement funds? **The District's Parent University Program will offer courses to parents on ESL, GED attainment, homework workshops, etc. The district will involve families and the community in the development of the Title I school wide plan via annual committees consisting of PTO leaders, district Staff members and community stockholders.**

*\*Provide a separate response for each question.*

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	11/100%	Tuition reimbursement, professional development workshop attendance, Leadership opportunities, opportunities to participate in committees
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	6	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## **SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)***

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Tuition reimbursement, perfect attendance incentive, opportunity to become a member of stakeholder committee and voice their opinions, opportunity for teacher growth through professional development.	Department of Professional Development